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nature; "Spin, Lassie, Spin!" characteristic Puritan hymns. (See also music outline.)

Art.—Art expression will be used constantly as a means of imaging, and will therefore be more closely related to all other work done. The art work comprises: clay-modeling; designing with crayon and water colors; water-color sketching of landscape and of individual objects; sketching in white and colored crayon on blackboard and gray paper.

Speech, oral reading, and dramatic art.—(1) Daily drill in articulation. Training in correct utterance of vowel sounds. Dramatization, in costume, of scenes from the lives of the peoples studied. (2) Oral reading of dramatic poems and prose selections. Poems studied and memorized.

Writing, spelling, English.—Recording of data; taking of field notes. Description of experiments. Descriptions of regions visited, things seen, etc. Letters to children of other lands. Written dramatization of stories and of scenes from the lives of the peoples studied. Original stories.

Silent reading (study).—Looking up of topics assigned or chosen. Reading of printed dictations or directions. Reading of descriptions or narratives which will give pictures of life in other lands and times. Study of texts of songs. Study of beautiful and inspiring poems or prose selections, which may or may not be expressed orally.

Domestic science.—Care of room and materials. Planning and preparation for daily luncheon. Care of lunch-room. Cooking of simple dishes for the luncheon.

REFERENCES: Comstock, *Insect Life;* Jordon and Kellogg, *Animal Life;* Chapman, *Bird Life, Bird Lore;* Coulter, *Plant Relations, Plant Structures;* Lounsberry, *A Guide to the Trees;* Jackman, *Nature Stndy and Related Subjects;* Watson, *Art of Weaving;* Bevan, *Textiles and Clothing;* Rock, *Textile Fabrics;* Burnly, *The History of Wool and Wool Combing;* Charley, *Flax and its Products in Ireland;* U. S. Government Report, Department of Agriculture, No. 33, *The Cotton Plant;* No. 39, *Useful Fibers;* Hurst, *Silk and Silk Dyeing;* Figuier, *Primitive Man;* Weeden, *Economic and Social History of New England;* Earle, *House Life in Colonial Days, Children of Colonial Days, Costumes of Colonial Days;* Salisbury, *Geography of Chicago and its Environs;* Cowles, *Plant Societies of Chicago and Vicinity.*

SIXTH GRADE.

(For the sixth grade work see the outlines of the special teachers in history, geography, science, mathematics, German, music, and physical training. A detailed outline of the work of this grade for October will appear in the next number.)

SEVENTH GRADE.

NOTT WILLIAM FLINT.

History.—During the whole year the basis for the studies in history will be hand-work—the making of books. The things which the children make, therefore, and the order of their studies will follow roughly the history of the evolution of books. The outline below sets forth briefly the scheme for the year's work. It may need to be said that the divisions of this plan are quite arbitrary; by far the greatest emphasis, both in time and attention, will be laid on bookbinding, and the history of England.

1. Clay books: The making and inscribing of clay books by the class members. The use of material only is to be imitated, not the model of the book or the inscription. (1) The need of books. (2) The earliest books — writings on brick and stone. (3) History of Babylon and Assyria in relation to this kind of writing. (4) Examples of this kind of writings: (*a*) story of the deluge; (*b*) tables of commandments given to Moses; (*c*) Josephus's account of the inscriptions of the children of Seth; (*d*) laws of Solon. (5) Reasons why this kind of material was used. (6) Picture-writing and cuneiform inscriptions. (7) The history of the alphabet.

2. Papyrus: The making of imitation papyrus rolls in birch bark, or any suitable vegetable fiber, and of reed pens, and ink. (1) So much of the history of Egypt as may be necessary to the children's understanding of Egyptian book-making. (2) Comparison of papyrus rolls with clay inscriptions. (3) Inscribing of the roll; original compositions by the children.

3. Tablets: The making of one metal and one wooden tablet and a stylus by each class member. The wooden tablets will be of two or three leaves hinged with wire. The inner sides of the leaves will have raised edges and a writing surface of wax. (1) The Roman rolls, or *volumen.* (2) Roman and Greek schools, manners, and customs.

4. Parchment and vellum: The illumination of a small book, such as *Friar Jerome's Beautiful Book.* (1) Inspection of a parchment book. (2) Monasticism and chivalry. (3) How books of the Middle Ages were written and circulated; palimpsests. (4) Writing of stories or plays illustrating monastic or chivalric customs.

5. Paper and printing: Making of a wooden model of Gutenberg's press. (1) Study of various methods and machines for doing modern letter-press work: (*a*) the printing press; (*b*) the linotype machine; (*c*) electroplating and lithographing. (2) History of England from the Norman conquest. (3) Invention and the making of paper.

6. Bookbinding: The binding of at least three books. (Full instructions as to this part of the work will be given later.)

OUTLINE FOR OCTOBER.

(1) Questions as to what books are, and how they came to be. (2) Why should there be books at all? (3) Study of examples of all kinds of books. (4) Visit to Field Columbian Museum and to Haskell Museum to see examples of primitive books. (5) Beginnings of an alphabet; class will make rebuses, and develop a system of simple ideographs which may be used

in inscribing their own clay books. (6) Picture-writing and cuneiform inscriptions. (7) Stories of Babylon, Arcadia, and Assyria.

Nature study.— The work of the year will, in general, follow the seasons. The divisions which appear in the outline are not meant to be absolute or arbitrary ; and in each division as taken up some particular aspect of the question will be examined for close study by the class.

1. Seed distribution : (1) Collection of seeds and the making of distribution charts by the class. (2) Study of weather conditions and of the use of instruments used in noting these conditions : (*a*) thermometer ; (*b*) barometer ; (*c*) hygrometer ; (*d*) rain gauge ; (*e*) skiameter. (3) What are seeds ? (4) Necessity for distribution. (5) Means of distribution. (6) Harvesting. Calculations as to number of seeds produced by given areas of land.

2. Preparations of animals and plants for winter : (1) Study of ant life in laboratory. (2) Effects of heat and cold upon life. (3) Hibernation. (4) Migration. (5) Collection of larvæ.

3. Food : The determination of the constituents of various food-stuffs.

4. Ventilation : (1) Experiments in the chemistry of air. (2) Physiology and mechanics of breathing. (3) Ventilation of houses.

5. Wood : Observations of trees and experiments with wood. Forestry.

6. Germination : Study under observation of cycles of germination for various plants under varying conditions of (1) moisture, (2) heat, (3) soil, (4) light, and (5) air.

OUTLINE FOR OCTOBER.

I. Seeds : (1) Collection of all kinds of seeds by class members. Classification of seeds, and the making of distribution charts. (2) What are seeds ? The use of fruit from the point of view of the plant. (3) Necessity for distribution of seeds : (*a*) crowding, (*b*) sunshine, (*c*) pollination. (4) Means of seed distribution : (*a*) wind, (*b*) light, (*c*) shape, (*d*) weight. (5) By special appendages : (*a*) wings, (*b*) down. (6) Distance of transportation (examples in class). (7) By water : (*a*) buoyancy, (*b*) location. (8) By plant itself : (*a*) motion of whole plant, (*b*) special apparatus. (9) By animals ; when used as food. (10) Attractions of fruit for animals : (*a*) color, (*b*) taste, (*c*) odor. (11) By animals inadvertently : (*a*) on coat and skin of beasts, (*b*) feet of wading birds (see Darwin's experiment), (*c*) clothing of human beings.

II. Relation of plants to weather condition : (1) Keeping of daily weather charts. (2) Relations between weather and crops. (3) Use of thermometer, hygrometer, barometer, rain gauge, and skiameter. (4) Painting of landscape pictures ; (*a*) to bring vividly before the children the changes worked by the season ; (*b*) to interest the children more closely in the details of the general picture. (NOTE : these pictures will be hung upon the walls of the schoolroom, the fresh pictures each week being superimposed upon the one of the week before.) (5) Study of a certain area in the neighborhood of the school ; if possible, the same area that is painted.

Geography.—The subject for the year will be Eurasia. In order to give the class an idea of the land mass as a whole, instead of as a mere aggregation of political units, the work will begin with the study of the continent. Another aim will be to get the children to think of the earth as a background for man's activity, a place to live in and to do things in, rather than to have them consider it as an object for geological study only. The peoples of particular places, therefore, their manners, customs, and looks, will always be an important part of the geography lessons. To this end pictures of typical continental scenes will be shown, and the class asked to locate them, together with any costumes or objects used by the different peoples. The materials for the study will be a large relief map of Eurasia, a set of Longman's atlases for the class, sand and sand-pans, and the geography laboratory. From the very first the children will be asked to give back their knowledge in some form of expression, in chalk-modeling on the board, in sand-modeling to scale, in the sand-pans, in map-drawing, both free-hand and projection, and in written papers. It needs to be said also that the children will learn to read ordinary maps, and to understand the differences in maps due to the different projections.

OUTLINE FOR OCTOBER.

Eurasia: (1) Fitness of term: (*a*) Europe and Asia strictly one continent; (*b*) likeness of typical landscapes in Asia and Greece; (*c*) all peoples of the continent, so far as known, originally one. (2) Direction and distance of continent from Chicago — England, and Japan or China: (*a*) extent in miles; (*b*) latitude and longitude; (*c*) meaning of this great extent. (3) General outline. (4) Coast line: (*a*) length of coast line in proportion to area; (*b*) compare Europe and Asia in this respect; (*c*) interpretation of this difference. (5) Peninsulas. (6) Continental slopes: (*a*) principal regions of highland and lowland; (*b*) the Pamir; (*c*) the Himalayas. (7) Rivers: (*a*) principal rivers of Asia and of Europe, and the people who dwell along them; (*b*) direction of flow; (*c*) importance of rivers to early civilization — the highways of migration; (*d*) length and navigability of rivers; (*e*) deltas; (*f*) the work of rivers as studied in laboratory. (8) Climate: (*a*) differences in temperature in various parts of the continent; (*b*) rainfall; (*c*) interpretation of these phenomena; (*d*) best living places on the continent from a climatic standpoint. (9) Productions. (10) Winds. (11) Political divisions.

English.—The literature which the children are to read through the year will be taken up as oral reading, or as private reading at home. Last year the children read carefully in class the whole of *Julius Cæsar*, and afterward learned and acted publicly two scenes from the play. *The Passing of Arthur*, *The Story of Ab*, the *White Ship*, *Horatius at the Bridge*, and many other things were read in class. And *Ivanhoe*, *Hereward the Wake*, the legends of King Arthur, parts of various histories, and many other stories were read at home. But whatever the reading, it was always something in connection with the other work. And the literature for this year will be taken up with the same idea in view.

English composition —and this includes also grammar, spelling, chirography, and punctuation — will go on systematically from the first. The children will constantly be asked to write on subjects related to their other work; and every week at least one set of their writings will be read in class and dealt with critically by the children themselves and by the teacher. The fact that later in the year they are each to write a fairly long story, which they will bind into books, will furnish a strong motive for their learning to write good English. From the class criticism of their own sentences, paragraphs, and whole compositions, the larger rhetorical laws will be developed.

German (Edward Prokosch).— Brief test of the pupils in regard to their previous work. Stories of the history of the invention of printing by Gutenberg. Reading of an appropriate poem and committing the same to memory. Object-lessons on the thermometer and barometer. Written exercises, based on the oral work of each week.

Number work.— The number work in this grade, as in all the other grades, will grow out of the children's other studies. In pursuit of these studies the class will constantly be confronted by problems which will demand the use of number for solution. When these arise, the number will be given. If the children are to handle number with ease, however, it will be necessary that they have some formal drill in processes. This drill need not be obtained through cut-and-dried abstractions, but the larger part of it should come from field work, nature study, geography, etc.

Later in the year the pupils will have reached a point where they may be helped by a knowledge of simple algebraic processes and of geometry. But, since at the beginning much of the number work will grow out of nature study, which demands a dealing with proportion, or relative magnitudes, and since the children will have come from various schools in which the work may have differed, it will be necessary, during October, to go to nature study, geography, and the field for work for a thorough review — and an examination for the teacher's own benefit — of fractions and percentage.

EIGHTH GRADE.

KATHARINE M. STILWELL AND ELIZABETH ADAMS.

IN the spring of 1899 the seventh- and eighth-grade pupils of the Chicago Normal School built a play-house for the use of the kindergarten and first-grade children. This was a one-room wooden structure with floor dimensions of 16×20 feet. The building was well lighted, as there were windows in the two sides and in one end a large horizontal window with leaded